



**THE EFFECT OF DIRECT METHOD ON THE STUDENT'S
ABILITY IN LEARNING VOCABULARY AT MAS PAB 1 SAMPALI**

THESIS

**Submitted to Faculty of Tarbiyah and Teachers Training in Partial of
Requirement of the (Degree of Sarjana Pendidikan) S-1 Program**

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UNIVERSITY NORTH SUMATERA

MEDAN

2017



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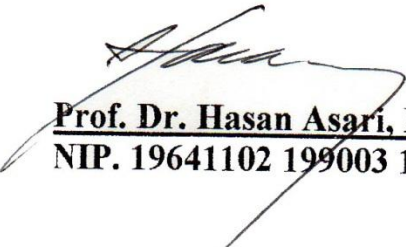
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Skripsi ini yang berjudul: **“THE EFFECT OF DIRECT METHOD ON THE STUDENT’S ABILITY IN LEARNING VOCABULARY AT MAS PAB 1 SAMPALI”**, yang disusun oleh saudari **Mayida Wae-useng**, telah dimunaqosyahkan dalam Sidang Munaqosyah Sarjana Strata Satu (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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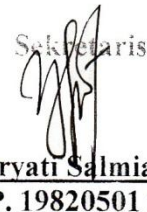
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Assalamu'alaikum Wr. Wb

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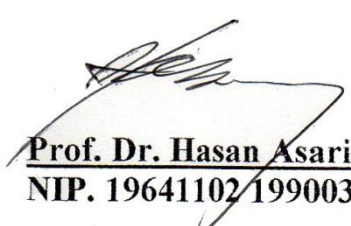
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Menyatakan dengan sebenarnya bahwa skripsi yang berjudul diatas adalah benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila di kemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 26 October 2017

Yang Membuat Pernyataan



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In the Name of Allah the Most Gracious and the Most Merciful

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The thesis: “The effect of direct method on the student’s ability in learning vocabulary at MAS PAB 1 Sampali.” is a simple academic writing I made to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teachers’ Training Faculty, State Islamic University of North Sumatera Medan 2017.

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Finally, I hope that my thesis will be useful for the readers, especially for the students of English Education Department who want to conduct similar research. May Allah the Almighty bless all of us.

ABSTRACT

THE EFFECT OF DIRECT METHOD ON THE STUDENT'S ABILITY IN LEARNING VOCABULARY AT MAS PAB 1 SAMPALI

MAYIDA WAE-USENG

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Key words: Direct Method, and Vocabulary

The objective of this research was to get empirical evidence about the effect of Direct Method on Student's Vocabulary Mastery and to identify the students achievement in learning vocabulary through Direct Method. This research used quantitative method. The sample of this research was the first grade of SMA MAS PAB 1 SAMPALI. With the total number 25 students from each class. The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. The result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method. The result of post-test in direct method, students mean score is 72 with 25 students and The result of post-test in Grammar Translation Method, students mean score is 58.6 with 25 students Direct Method has served a positive influence. It can be concluded that the using of direct method on the student of SMA in learning vocabulary.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is as an international language used as a tool for communication in daily life and in academics, functioned as a first, second or foreign language. In Indonesia, English is as a foreign language and formally it is taught in schools from junior high school until university. It has become an obligatory subject and as one of the subjects examined in the Ujian Nasional (National Examination). So, learning English is a necessity and a must for all the people in the world, especially in Indonesian school.

Therefore, the students should master English. In fact the students do not master the English yet. This can be proven by the low level of students' vocabulary. The low level of the students' vocabulary can be seen from the writer's experience when teaching English at the Private Junior High School Muhammadiyah 44. The students always ask the writer about the meaning of the words.

There are many factors that make the students' vocabulary is low. They came from the internal factor and the external one. The internal means factors from the inside of the students themselves such as motivation, interest, intelligence etc., and the external is factors from outside of the students that affect their learning process such as economic background, learning materials, and teachers' performance including their teaching methods.

The teaching method is assumed as the factor that causes the students' vocabulary is low. The method used by the teacher has often been said to be the cause of success or failure in language learning for it is ultimately the method that determines 'the what' and 'the how' of language instructions".¹

It is not easy to teach a language without using suitable method because each method has advantages and disadvantages. Teaching English, especially vocabulary is like teaching other social science, which needs suitable techniques and method in order to get the successful learning. So, why it should be done the research about teaching vocabulary related to the method that is in order to know the effectiveness of the method in teaching vocabulary.

The method that is used by the teacher at the Private Junior High School Muhammadiyah 44 in teaching vocabulary is Grammar Translation Method. Its principle uses translation and analysis of the grammar rules in teaching learning activities and the main focus is on teaching reading and writing skills.

As Thuleen said, "The major characteristic of the grammar-translation method is, precisely as its name suggests, a focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language. Very little teaching is done in the target language. Instead, readings in the target language are translated directly and then discussed in the native language, often precipitating in-depth comparisons of the two languages themselves. Grammar is taught with extensive explanations in the native language, and only later applied in the production of sentences through translation from one language to the other".²

When the writer observes at the Private Junior High School Muhammadiyah 44, he found that the students who learn vocabulary by using the

¹William F. Mackey, *Language Teaching Analysis*, (London: Longman, Green and Co. Ltd, 1966), p. 138.

²Nancy Thuleen, "The Grammar-Translation Method." The article is accessed on April 26, 2007 at <http://www.nthuleen.com/papers/720report.html>.

Grammar Translation Method feel bored and confused because they must study about the grammatical form and memorize the words, and also the writer found that teaching vocabulary by using the Grammar Translation Method is not an effective way, because the students' achievements are low.

So, here the writer would like to propose the method that should be used in teaching vocabulary at the Private Junior High School Muhammadiyah 44, that is Direct Method. This method is called as a Natural Method, its principle uses the way how most people have traditionally acquired languages in early stages. It means that it is a must to use the target language in presenting the new vocabulary and in communication, and the teacher must use the pictures, gestures, realia or by using the target language that is familiar to the students in explaining the new words.

As Freeman said, "As with the Grammar Translation Method, the Direct Method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. The Direct Method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language".³

In other words the Direct Method is regarded effective in teaching vocabulary. Therefore, in this 'Skripsi' the writer would like to use the Direct Method in teaching vocabulary in order to know its effectiveness in teaching vocabulary compared with the Grammar Translation Method.

³Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford:Oxford University Press, 1986), p. 18

By using this method, the teacher does not have to translate every single unfamiliar word. Through Direct method, the students will be more active in developing vocabulary, because they will not depend on their teacher.

Based on the explained above, the writer discussed about “**THE EFFECT OF DIRECT METHOD ON THE STUDENT’S ABILITY IN LEARNING VOCABULARY AT MAS PAB 1 SAMPALI.**”

B. Identification of Study

There are many kinds of factors that can cause the problems of the students’ vocabulary. The problems can be identified as the following: (1) Does the students’ interest affect their vocabulary mastery? (2) Does the students’ motivation affect their vocabulary mastery? (3) Does the students’ wealth affect their vocabulary mastery? (4) Does the method of teaching affect the student’s vocabulary mastery?

C. Limitation of Study

Based on the identification of study, the writer limits the study on the effect of direct method and grammar translation method on the student’s ability in learning vocabulary.

D. Formulation of Study

The formulation of this study are: “Is the students’ ability in vocabulary taught by direct method better than the grammar translation method”.

E. The Aims of Study

The aims of this study are: “To know the comparison of students’ ability taught by direct method and grammar translation method”.

F. Significances of Study

The significances of study are:

1. The Teachers

The result of this research is expected to be a useful input for the English teachers to improve the students’ vocabulary.

2. The Students

The result of this research is expected to be a useful input for the students to encourage them to master and improve their English vocabulary.

3. The Headmaster

The result of this research is expected to be a useful input for the headmaster to make a policy related to the English teaching and learning process in the classroom especially in increasing the students’ vocabulary.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Vocabulary

According to Manser (1995: 461), Vocabulary is the total number of words in a language. While Morales (2004-2005) stated that vocabulary is a listing of the words used in some enterprise. Furthermore, Ur in Hidayati (2007: 7) stated that vocabularies are the words that are taught in the foreign language. From the opinions above, we can conclude that vocabulary is a listing of all words that are taught in the foreign language. Vocabulary refers to the words we must understand to communicate effectively.⁴

Many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension. Most recently, the National Reading Panel (2000) concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge. Given that students' success in school and beyond depends in great measure upon their ability to read with comprehension, there is urgency to providing instruction that

⁴Penny Ur, *a Course in Language Teaching, Practice and Theory*, (Cambridge: Cambridge University Press, 1996), p.60

equips students with the skills and strategies necessary for lifelong vocabulary development.⁵

One of the most persistent findings in reading research is that the extent of students' vocabulary knowledge relates strongly to their reading comprehension and overall academic success. This relationship seems logical; to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them. Young students who don't have large vocabularies or effective word-learning strategies often struggle to achieve comprehension. Their bad experiences with reading set in motion a cycle of frustration and failure that continues throughout their schooling. Because these students don't have sufficient word knowledge to understand what they read, they typically avoid reading. Because they don't read very much, they don't have the opportunity to see and learn very many new words. This sets in motion the well known "Matthew Effects," Stanovich's (1986) application of Matthew, 25:29—"the rich get richer and the poor get poorer." In terms of vocabulary development, good readers read more, become better readers, and learn more words; poor readers read less, become poorer readers, and learn fewer words.⁶

This particular relationship between vocabulary knowledge and reading comprehension seems clear. But vocabulary knowledge contributes to reading success in other important ways that are perhaps less obvious. For beginning readers, evidence indicates a link between word knowledge and phonological awareness. Young children who have a large number of words in their oral

⁵Fran Lehr, M.A., "A Focus on Vocabulary", the article is accessed on May 4th, 2007.

⁶Linda Diamond and Linda Gutlohn, "Teaching Vocabulary," the article is accessed on April 16th, 2007.

vocabularies may more easily analyze the representation of the individual sounds of those words. In addition, vocabulary knowledge helps beginning readers decode, or map spoken sounds to words in print. If children have the printed words in their oral vocabulary, they can more easily and quickly sound out, read, and understand them, as well as comprehend what they are reading. If the words are not in children's oral vocabulary, they have trouble reading the words and their comprehension is hindered (National Reading Panel, 2000). Thus, an extensive vocabulary is the bridge between the word-level processes of phonics and the cognitive processes of comprehension. The issue to address next, then, is just how many words do students need to know so as to read with comprehension. This is exactly what constitutes an "extensive" vocabulary.⁷

So vocabulary is English words that are related to the meaning of the words and the way to use them in communication.

In Al-quran also has written that vocabulary is very important. Like allah Swt. has given us ability to do everything even to communicate especially in developing vocabulary. he says the word in holy al-Qur'an in surah Al-Baqarah 31 st- 33 rd verse.

قَالَ اللَّهُ تَعَالَى: وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ (31) قَالُوا سُبْحَانَكَ لَا عِلْمَ لَنَا إِلَّا مَا عَلَّمْتَنَا إِنَّكَ أَنْتَ الْعَلِيمُ الْحَكِيمُ (32) قَالَ يَا آدَمُ أَنْبِئْهُمْ بِأَسْمَائِهِمْ فَلَمَّا أَنْبَأَهُمْ بِأَسْمَائِهِمْ قَالَ أَلَمْ أَقُلْ لَكُمْ إِنِّي أَعْلَمُ غَيْبَ السَّمَاوَاتِ وَالْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنْتُمْ تَكْتُمُونَ (33)

It means: "And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful(31). They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise(32). He

⁷Virginia French Allen, *Techniques in Teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 5

*said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide(33).*⁸

2. Direct Method

a. Definition of Direct Method

The first direct method was invented by *Francois Gouin*. The last two decades of the nineteenth century ushered in a new era. In 1880, Gouin discovered that learning language was a matter of changing perceptions to conception and then using language to represent concepts. Equipped with this knowledge, he found the method of teaching based on insight.

Once the method was immediately discovered, it was popularized by *Carles Berlitz*, an expert in language teaching, in Germany ahead of the 19th century. The triumph of the direct method was only about in the 1880s. The driving force of its emergence is motivated by rejection or dissatisfaction with grammatical and translation methods. At that time indeed the method of grammar and translation is a method of teaching a second language and foreign popular. But in the midst of its popularity there are many dissatisfactions in many circles, so there is criticism and even rejection of this method.

In some European countries at the time, new approaches in the teaching of the language of purpose devised by the linguist-language scholars separately gave the idea to the teachers of the language of purpose to adopt another method which

⁸M. QuraishShihab, *Tafsir Al-Misbah*, (Jakarta :LenteraHati, 2002), hlm. 147.

was better perceived to teach the language of purpose. This opens their way to bring up the direct method.⁹

b. Principles of Direct Method

The Direct Method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.¹⁰

The Direct Method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly with the target language, without going through the process of translating into the students' native language.¹¹

The basic premise of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving the first language in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime. There is to be a direct connection between concepts and the language to be learned.¹²

⁹Richard, J. C. & Rodgers, *Approach and methods in language teaching. A description and analysis*: (Cambridge University press 1986).

¹⁰Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (Oxford: Oxford University Press, 1986), p. 18

¹¹"The Direct Method, *Principles and Methodology*," the article is accessed on April 16th, 2007.

¹²Douglas H Brown, "*Teaching by Principles*" the article is accessed on April 16th, 2007 at <http://www.abacom.com/~nathan/grammar.htm>

The term Direct Method refers to the teaching of languages without resorting to translation and without using the native language. The basic premise of the Direct Method was that second language learning should be more like first language learning. The method would include lots of oral interaction, spontaneous use of language, no translation between first and second languages, and little or no analysis of grammar rules.¹³

So, Direct Method is the method that is used in teaching a language by using the target language without going through the translation to the native language. The teacher must use pictures, gestures, pantomimes or the target language that is familiar to the students to explain a word. Direct Method has two basic there is theory is language and theory is learning.

1) Theory of Language

Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken and information about the daily lives of the speakers of the language.¹⁴

Vocabulary is emphasized over grammar. Although work on all four skills (reading, writing, speaking and listening) occurs from the start, oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course.¹⁵

¹³Krashen and Terrel, *The natural Approach*, p. 11.

¹⁴Freeman, *Techniques and Principles*, p. 25

¹⁵*Ibid*

2) Theory of Learning

Teachers who use the Direct Method believe that students need to associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime. He never translates it into the students' native language. Students speak in the target language a great deal and communicate as if they were in real situation.¹⁶

c. Design of Direct Method

The design of the Direct Method consists of the objectives, the syllabus, learner roles, teacher roles, the role of instructional materials and the procedures.

The objective of the Direct Method is that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.¹⁷

The syllabus used in the Direct Method is based upon situations (for example, one unit would consist of language that people would use at a bank, another of the language that they use when going shopping) or topics (such as geography, money, or the weather). Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the examples. An explicit grammar rule may never be given. Students practice vocabulary by using new words in complete sentences.¹⁸

The learner roles in the Direct Method are that students are asked to use the language, not to demonstrate their knowledge about the language. They are

¹⁶*Ibid*, p. 24

¹⁷*Ibid*.

¹⁸*Ibid*.

asked to do so using both oral and written skills. For example, the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.¹⁹

The students should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. The student is seen as processor of comprehensible input. The students is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extra linguistic information.²⁰

The teacher roles in the Direct Method are that the teacher directs the class activities. The teacher, employing various techniques, tries to get students to self-correct whenever possible. The teacher and the students are more like partners in the teaching/ learning process.²¹

The role of instructional material in the Direct Method is that the primary goal of material is to make classroom activities as meaningful as possible by supplying “the extra linguistic context that helps the students to understand and thereby to acquire by relating classroom activities to the real word, and by fostering real communication among the learners. Materials come from the world of realia rather than from textbooks. The primary aim of materials is to promote comprehension and communication. Pictures and other visual aids are essential,

¹⁹*Ibid.*

²⁰Jack C. Richards & Theodore S. Rodgers. *Approaches and Methods in Language Teaching, a Description and Analysis*. (New York: Cambridge University Press, 1986), p. 137

²¹Freeman, *Techniques and Principles*, p. 24

because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Other recommends materials include schedules, brochures, advertisements, maps and books at levels appropriate to the students, if a reading component is included in the course.²²

d. Procedures of Direct Method

According to Mora that the lessons taught by the Direct Method begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used and there is no translation. The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative and questions are answered in the target language. Grammar is taught inductively-rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively and it is considered as an important aspect of learning the language.²³

Freeman gives some principles of teaching English by using the Direct Method, they are: (a) Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech. (b) Objects (e.g., realia or pictures) presented in the immediate classroom environment should be used to help students understand the meaning. (c) The native language should not

²²Richard & Rodgers, p. 138

²³Jill KerperMora, "Second-Language Teaching Methods, Principles & Procedures" the article is accessed on April 16th, 2007.

be used in the classroom. (d) The teacher should demonstrate, not explain or translate. It is desirable that students make a direct association between the target language and meaning. (e) Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences, rather than memorizing word lists. (f) The purpose of language learning is communication (therefore students need to learn how to ask questions as well as answer them). (g) Pronunciation should be worked on right from the beginning of language instruction. (h) Self-correction facilitates language learning. (i) Lesson should contain some conversational activity – some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible. (j) Grammar should be taught inductively. There may never be an explicit grammar rule given. (k) Writing is an important skill, to be developed from the beginning of language instruction. (l) The syllabus is based on situations or topics, not usually on linguistic structures. (m) Learning another language also involves learning how speakers of that language live.²⁴

Moreover, Freeman gives some techniques that can be used in teaching English by using the Direct method, they are: (1) Reading Aloud, that is the students take turns reading sections of passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear. (2) Question and Answer Exercise, this exercise is conducted only in target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as

²⁴Freeman, *Techniques and Principles*, p. 22

answer them. (3) Getting Students to Self-correct, that is the teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said; using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong. (4) Conversation Practice, that is the teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure. (5) Fill-in-the-Blank Exercise, that is All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson. (6) Dictation, that is the teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work. (7) Map Drawing, that is the class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the

following, “Find the mountain range in the West. Write the words ‘Rocky Mountains’ across the mountain range.” He gave instruction for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature. (8) Paragraph writing, that is the teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.²⁵

Meanwhile, Richards shows the principles and procedures of Direct Method as follows: (a) Classroom instruction was conducted exclusively in the target language, (b) Only everyday vocabulary and sentences were taught, (c) Oral communication skills were built up graded progression organized around question and answer exchanges between teachers and students in small intensive classes, (d) Grammar was taught inductively, (e) New teaching points were introduced orally, (f) Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas, (g) Both speech and listening comprehension were taught, (h) Correct pronunciation and grammar were emphasized.²⁶

In this research the writer used the procedure as follows: (native language must be avoided and the teacher uses the target language to teach the students) 1)

²⁵*Ibid.* p. 26

²⁶Richards and Rodgers, *Approaches and Methods*, p. 9–10.

the teacher greets the students, 2) the teacher shows the pictures to the students and ask them to guess what it is; or the teacher gives the students a reading text and then asks the students to read the text, 3) the teacher asks the questions related to the text or the pictures, 4) the students response the teacher's question, 5) the teacher pronounces a new words, 6) the teacher gives the time to the students to ask the question about the words they don't know yet, and then the teacher answer them by using the target language, pictures or gesture. 7) the teacher asks the students to ask a question to other friends related to the text or pictures and another student give the answer, 8)the teacher dictates a paragraph to the students related to the theme or the target vocabulary, 9) the teacher closes the meeting.

e. Advantage and Disadvantage of Direct Method

1) Advantage

Although the Direct Method has been violently criticized under multiple grounds, yet it is not devoid of positive traits. The advantages of the Direct Method are as follows:

1. It makes the learning of English interesting and lively by establishing direct bond between a word and its meaning.
2. It is an activity method facilitating alertness and participation of the pupils.
3. According to Macnee, "It is the quickest way of getting started". In a few months over 500 of the commonest English words can be learnt and used in sentences. This serves as a strong foundation of further learning.
4. Due to application of the Direct Method, students are able to understand what they learn, think about it and then express their own ideas in correct English about what they have read and learnt.

5. Psychologically it is a sound method as it proceeds from the concrete to the abstract.
6. This method can be usefully employed from the lowest to the highest class.
7. Through this method, fluency of speech, good pronunciation and power of expression are properly developed.²⁷

2) Disadvantages

Despite its wide acceptance, the Direct Method has been criticized for a number of shortcomings:

1. There are many abstract words which cannot be interpreted directly in English and much time and energy are wasted in making attempts for the purpose.
2. This method is based on the principles that auditory appeal is stronger than visual. But there are children who learn more with visual than with their oral- aural sense like ears and tongue.
3. The method ignores systematic written work and reading activities and sufficient attention is not paid to reading and writing.
4. Since in this method, grammar is closely bound up with the reader, difficulty is experienced in providing readers of such kind.
5. There is dearth of teachers trained and interested in teaching English in this method.
6. This method may not hold well in higher classes where the Translation Method is found suitable.

²⁷“*The Direct Method*, Principles and Methodology”.

7. In larger classes, this method is not properly applied and teaching in this method does not suit or satisfy the needs of individual students in large classes.²⁸

3. Grammar Translation Method

a. Definition of Grammar Translation Method

GTM is a method of integration between activities or methods of Grammar and Translation. In this method students are expected to be able to translate a sentence not by interpreting it but they are also able to understand the purpose and analyze the grammatical structure of the sentence. GTM is still often used in schools -The school from elementary level (SD), junior high school (SMP) and high school (SMA). Teachers still often interpret foreign language text into the mother tongue intended students can understand the sentence coherently. GTM use must be accompanied by student activeness in translating foreign language texts so that students are also able to interpret foreign language text using their own language.

In the Grammar Method the party learns grammatical rules along with the teacher with lists or vocabulary groups. The words are then made into phrases or sentences based on rules that have been learned. In this method the mastery of the rules takes precedence over the application. The oral skills, such as pronunciation, are not performed. This method is easy to implement because teachers do not have to speak fluent languages that should be studied, while the evaluation and supervision is also not difficult.²⁹

²⁸Richard and Rodgers, *Approaches and Methods*, p. 10

²⁹Johnston, *Language Teaching Methodology*. Handout in Seminar on UM and OSU Cooperation in Malang M. 2001.

Translation methods (the Translation Method) contain text translation activities performed from easy to difficult. First from the target language to the mother tongue and vice versa. Text translation is done by means of word-for-word translation as well as per idea ideas including idiomatic phrases. As with the Grammar method, the Translation method can be taught in small and large and the teacher does not have to master the target language.³⁰

b. Principles of Grammar Translation Method

The Grammar Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was taught that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.³¹

Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules,

³⁰Huda, *Language Teaching and Learning: Issues and trends* .Malang.PIKIP Poor N. 1999.

³¹Freeman, *Techniques and Principles*, p. 4

followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.³²

The Grammar translation method or classical method emerged when people of the western world wanted to learn "foreign" languages such as Latin and Greek. Its focus was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts and doing written exercises.³³

The Grammar-translation method is also called the 'traditional method'. This does not mean that it is the oldest method. It has been, and still is, extensively used. The term 'traditional' probably relates to the fact that this method is a nearly perfect reflection of the way Latin and Greek have been taught for centuries. When they ceased to be the most commonly used language among scholars, their continued study was motivated by the great educational value attached to reading the classics, and by the related argument that studying Greek and Latin helped to further a certain intellectual discipline: the mind being trained, it was asserted, by logical analysis of the language, extensive memorization of complicated rules and paradigms, and the application of these rules and paradigms in translation exercises. The reason why modern languages were taught in the same way as the classical languages was partly that in the competition between

³²Richards and Rodgers, *Approaches and Methods.*, p. 3

³³Brown, "Teaching by principles"

the two it had to be made clear that the educational value of the modern languages was at least equal to that of the classics.³⁴

The major characteristic of the grammar-translation method is, precisely as its name suggests, a focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language. Very little teaching is done in the target language. Instead, readings in the target language are translated directly and then discussed in the native language, often precipitating in-depth comparisons of the two languages themselves. Grammar is taught with extensive explanations in the native language, and only later applied in the production of sentences through translation from one language to the other.³⁵

So, the Grammar Translation Method is a method used in teaching a language which the main focus is on teaching reading and writing skills. This method uses translation and analysis of the grammar rules in teaching learning activities. Grammar Translation Method has two basic there is theory is language and theory is learning.

1) Theory of Language

Literary language is considered superior to spoken language and is therefore the language students study.³⁶

³⁴Roger Bowers, *Applied Linguistics and English Language Teaching*, (London: Macmillan Publishers, 1991), p. 147

³⁵Nancy Thuleen, "The Grammar-Translation Method." The article is accessed on April 26, 2007 at <http://www.nthuleen.com/papers/720report.html>.

³⁶Freeman, *Techniques and Principles*, p. 12

The first language is maintained as the reference system in the acquisition of the second language.³⁷

Vocabulary and grammar are emphasized. Reading and writing are the primary skills that the students work on. There is much less attention given to speaking and listening. Pronunciation receives little, if any, attention.³⁸

2) Theory of Learning

Students are taught to translate from one language to another. Often what they translate are readings in the target language about some aspect of the culture of the foreign language community. Students study grammar deductively; that is, they are given the grammar rules and examples, are told to memorize them, and then asked to apply the rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize native language equivalents for foreign language vocabulary words.³⁹

c. Design of Grammar Translation Method

The design of the Grammar Translation Method consists of the objectives, the syllabus, learner roles, teacher roles, the role of instructional materials and the procedures.

The objective of the Grammar Translation Method is learning a foreign language is to be able to read literature written in the target language. To do this, students need to learn about the grammar rules and vocabulary of the target

³⁷Richards and Rodgers, *Approaches and Methods*, p. 3

³⁸Freeman, *Techniques and Principles*, p. 12

³⁹*Ibid*, p.11

language. In addition, it is believed that studying a foreign language provides students with good mental exercise, which helps develop their minds.⁴⁰

Some teachers who use the method might also tell that it is the most effective way to prepare students for "global communication" by beginning with the key skills of reading and grammar. Others may even say it is the "least stressful" for students because almost all the teaching occurs in the first language and students are rarely called upon to speak the language in any communicative fashion.⁴¹

The syllabus used in the Grammar Translation Method is based upon some aspect of the culture of the foreign language community. Grammar is taught deductively; that is they are given the grammar rules and examples, they are told to memorize them, and then are asked to apply the rules to other examples. An explicit grammar rule is given. Students practice vocabulary by translation and memorization.⁴²

The learner role in the Grammar Translation Method is that the students do as the teacher says so they can learn what he knows, while the teacher is the authority in the classroom, so the teacher has the authority to give some materials in teaching learning activities.⁴³

The Grammar Translation Method is dependent upon a textbook. The textbook contains tightly organized lessons planned around different grammatical structures.⁴⁴

⁴⁰*Ibid.*

⁴¹"*The Grammar Translation Method, The Principles and Methodology*", the article is accessed on April 26th, 2007.

⁴²Freeman, *Techniques and Principles*, p. 11

⁴³*Ibid.*

⁴⁴Richards and Rodgers, *Approaches and Methods*, p. 39

d. Procedure of Grammar Translation Method

According to Mora that classes used the Grammar Translation Method are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.⁴⁵

Brown gives some principles of the Grammar Translation Method, they are: a) Classes are taught in the mother tongue, with little active use of the target language, b) Much vocabulary is taught in the form of lists of isolated words, c) Long elaborate explanations of the intricacies of grammar are given, d) Grammar provides the rule for putting words together, and instruction often focuses on the form and inflection of words, e) Reading of difficult classical texts is begun early, f) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.⁴⁶

Freeman gives some techniques can be used in teaching vocabulary by using the Grammar Translation Method, they are: (1) Translation of a literary passage, that is the students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several

⁴⁵Mora, "*Second-Language Teaching Methods*".

⁴⁶Brown, "*Teaching by Principles*".

classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. (2) Reading Comprehension Question, that is the students answer questions in the target language based on their understanding of the reading passage. (3) Antonyms/ Synonyms. Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. (4) Cognates, that is the student are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meaning in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates. (5) Deductive Application of Rules, it means that grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples. (6) Fill-in-the-blank, that is the students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses. (7) Memorization, that is the students are given lists of target language vocabulary words and their native language equivalent and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as conjugations. (8) Use words in sentences. In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words. (9) Composition, that is

the teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.⁴⁷

Meanwhile, Richards shows the principles and procedures of Grammar Translation Method, they are: (a) The goal of foreign language study is learn a language in order to read its literature or in order benefit from the mental discipline and intellectual development that result from foreign language study, (b) Reading and writing are the major focus, little or no systematic attention is paid to speaking or listening, (c) Vocabulary selection is based solely on the reading texts used and words are taught through bilingual word lists, dictionary study, and memorization, (d) The sentence is the basic unit of teaching and language practice, (e) Accuracy is emphasized, (f) Grammar is taught deductively, that is by presentation and study of grammar rules, which are then practiced through translation exercises, (g) The student's native language is the medium of instruction.⁴⁸

In this research the writer will use the procedure as follows: (the teacher uses the student's native language to teach them) 1) the teacher greet the students using native language, 2) the teacher gives some vocabularies that will be studied or the teacher gives the students a reading text and then ask the students read it first and then translate it into the first language. The teacher asks the students to ask the meaning of the words they do not know yet. And the teacher give the meaning by using native language 3) the teacher ask the students to answer the

⁴⁷Freeman, *Techniques and Principles*, p. 13

⁴⁸Richards and Rodgers, *Approaches and Methods*, p. 3–4.

questions according to the text by using the target language, 4) the students memorize the vocabulary they've just studied, 5) the teacher gives the questions to the students to fill in the blank spaces with the appropriate words, 6) the teacher ask the students to make a sentence using the new words they've studied, 8) the teacher closes the meeting.

e. Advantage and Disadvantages of Grammar Translation Method

1) Advantage

Although the Grammar Translation Method has been violently criticized under multiple grounds, yet it is not devoid of positive traits. The advantages of the Grammar Translation Method are as follows:

1. As the classes are carried out in the mother tongue, teaching takes less effort and time, while the students can also learn much comfortably. Moreover, the teacher can assess whether the students grasped the lessons or not.
2. The translation exercises help the students to compare the native language with the target language, which in turn enhance their ability to understand meaning of words and complicated sentences. In this way they can learn the target language grammar in a relatively easy way.
3. The focus on understanding of the target language literary texts increases the students' reading and writing skills.
4. The Grammar Translation Method also enables the students to understand how the mother tongue functions, in order to give them the capacity to communicate its thought.

5. The memorization of grammar rules and vocabulary of the target language provides the students with good mental exercise which helps to develop their mind.
6. As this method chiefly stresses on developing reading and writing skills, the teacher does not necessarily need to be fluent in the target language.
7. The study of target language literature helps the students to learn the best forms of language.
8. The emphasis on accuracy enables the students to learn the correct grammar of the target language.⁴⁹

2) Disadvantages

Despite its wide acceptance, the Grammar Translation Method has been criticized for a number of shortcomings:

1. The overemphasis on accuracy leads to repeated corrections of errors which hinders the consistency of learning.
2. This method overemphasizes accuracy to fluency.
3. It is a teacher-centered method since the role of student is passive.
4. It ignores communicative competence as the goal of learning.
5. Little or no emphasis is given on listening and writing skills.
6. The students often fail to speak in real life situations since they are familiarized with the target language culture through reading passages rather than by direct interaction with the target language elements.

⁴⁹“The Grammar Translation method, Principles and Methodolgy”, the article is accessed on April 26th, 2007 http://www.englishraven.com/method_gramtrans.html.

7. Learning often gets dull and tiresome since the students need to memorize lots of vocabulary items and grammar rules.⁵⁰

B. Related Study

1. This study relates to a research made by Ratna Dewi Pohan (UIN SU 2011) entitled “A Comparative between Project and Clustering Method on the Students’ Ability in Writing Descriptive Paragraph at MAS Ponpes At-Taufiqurrahman North LabuhanBatu. The population of the this research was the first year students of MAS PonpesAt-Taufiqurrahman North LabuhanBatu, all of them 112 students. So, as the sample of this research are all of them 52 students. To collecting the data by using interview and test. In analyzing the data the writer used t-test formula.
2. This study relates to a research made by Fandi Ahmad entitled “The Effect of Direct Method on Student’s Vocabulary Mastering” at First Grade of SMA. TrigunaUtama, Ir. H. Juanda, Tangerang Selatan. This research used quantitative method. The sample of this research was the first grade of SMA TrigunaUtama. With the total number 20 students from each class. The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. The result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method.

⁵⁰Thuleen, “*The Grammar-Translation Method*”.

C. Conceptual Framework

Direct method is better than translation method in teaching vocabulary because this method has new thinking so contrary to qowa'id and translation methods used by beginners in learning the language. This method is not satisfied with the teaching of language with the Method of Grammar-Translation, such as using the language of students as the language of instruction. In addition, the increasing number of European societies from different countries that establish communication among themselves causes them to feel an urgent need to master a language that can become active and productive lingua franca .

The direct method is a way of presenting a foreign language subject matter where the teacher directly uses the foreign language as the language of instruction, and without using the language of the students in teaching. Is a method that sees language as what is spoken by native speakers of that language. Thus, language learners not only learn the target language but also learn the culture of native speakers.

D. Hypothesis

Based on the above theoretical framework and conceptual framework, the writer formulates the following hypothesis: The students' ability in vocabulary taught by direct method better than the grammar translation method.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Design of the Research

This research was conducted at MAS PAB 1 Sampali, which locate on Jl. Pasar hitam no. 69 sampali. The reason of choosing the location of this research is because near to the reseacher's house. So that it is make easeier to do the reseach.

Research design was playedan important role in a research because the quality of research greatly depended on the design. The design of this research is experimental quantitative. Quantitative is broadly used to the describe what can be counted or measured and can therefore be consider objective.

Table I

The Design of the Research

Group	Activity Learning	Pre-test	Post-test
Experimental Group	Treated by using Direct method	✓	✓
Control group	Treated by using Conventional method	✓	✓

B. Population and Sample

1. Population

Population is any group of individuals that have one or more characteristic in common that is of inherent to the write.⁵¹

⁵¹John Webster, *Third International Dictionary* (New York 1971), p. 8.

The population of this research is the first years students of MAS PAB 1 Sampali. The class consist of 2 classes, they are class X^1, X^2 , so the number of population are 50 students. The number of the students each classes as follow:

Table II
The Distribution of Population based on class

No	Class	Population
1	X^1	25
2	X^2	25
Total	Two Class	50

2. Sample

There are some opinions of the expert about taking sample. According to Sutrisno Hadi in his book Sample is a number of product that less than population.⁵²

Sample is part population that would be researched. Because the population was so large so this research took two classes as the sample that consist of 50 students in two classes. Based on the sample above, so the technique sampling of this research was obtained by Cluster Random Sampling. The number of sample as follow:

⁵²Sutrisno Hadi, *Statistik II*, Yogyakarta: Andi Offset 1987, p.221

Table III
The Distribution of Sample

No	Class	Sample
1	X^1	25
2	X^2	25
Total	2 Classes	50

C. Definition Operational

To avoid misunderstanding of terms and the focus on the variable of this study, here be provide the meaning of terms used in this study that:

The students' ability in studing vocabulary to make students' have knowledge and capability to use English in second language skill. The students are able to studing vocabularyby active.

D. Instrument of Collecting Data

To know the true fact of the research, The writer use instrument in collecting data.

1. Conceptual Data

Vocabulary is English words that are related to the meaning of the words and the way to use them in communication.

2. Operations Definition

Vocabulary is the result of 50 students' test about vocabulary consisting Vegetables and fruits and animals.

3. Specification

The instrument of this research is vocabulary test which consisting of 20 (twenty) questions. The test is divided into two test form; they are multiple choices and matching tests. They are divided into three categories: easy (30%), middle (60%), and difficult (10%). Multiple choices consist of 20 items from number 1 to number 20. It's score per item is 5. It means if the students can choose the answer of 1 item correctly, they will get 5 score and if they can choose the answer of 20 item correctly, they will get 100 scores.

4. Calibration

The instrument was tried out to the students who are not selected to the sample on May 27th, 2017, namely class 8. The test is done to know the validity and the reliability of the instrument.

E. Technique of Analyzing data

Data analysis is the last step in the procedure of experiment, in this case, processing the data. The data processing is the step to know the result of both the experimental class and the controlled class and also their differences.

To find out the differences of student's score in using the Direct Method in teaching vocabulary, the writer uses t-test.

The writer used the comparative technique. The comparative technique is an analysis technique to evaluate hypothesis concerning the differences between two variables examined statically.

In the comparative technique, the variables are compared to recognize whether or not the differences are significant. The writer used t-test formula that

adapted from Sudjiono Before using t-test formula; the writer has sought some formula below.⁵³

a. Determining Mean with formula:

$$M_1 = M^1 + i\left(\frac{\sum FX'}{N}\right)$$

M_1 = the average of variab less core

$\sum fX'$ = sum of frequency multiply the student's score

N = number of students

b. Determining standard deviation score with formula:

$$SD_1 = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

SD_1 = standard deviation of gained score X

$\sum fx'^2$ = sum of squared gained score

$\sum fx'$ = sum of gained score

N = number of students

c. Determining of standard Error mean with formula:

$$SE M_1 = \frac{SD}{\sqrt{N-1}}$$

$SE M_1$ = standard error mean of gained score

SD_1 = standard deviation of gained score

N = number of students

⁵³Anas Sudijono. *Pengantar Statistik Pendidikan*, (Jakarta: PT GrafindoPersada, 2008), p.318

- d. Determining standard error from mean of variable X and variable Y,
with the formula:

$$SE_{M_1 M_2} = \sqrt{SE_{M_1}^2 + SE_{M_2}^2}$$

- e. Determining t-observation (t_o) with the formula:

$$t_o = \frac{M_1 - M_2}{SE_{M_1} - SE_{M_2}}$$

Determining t – table (t_i) in significant level 5 % and 1 % with
degree of freedom (df), with formula:

$$df = (N_1 + N_2) - 2$$

$$df = \text{degree of freedom}$$

$$N = \text{number of student}$$

CHAPTER IV

RESEACH FINDING AND DISCUSSION

A. Reaserch Finding

1. Description of Data

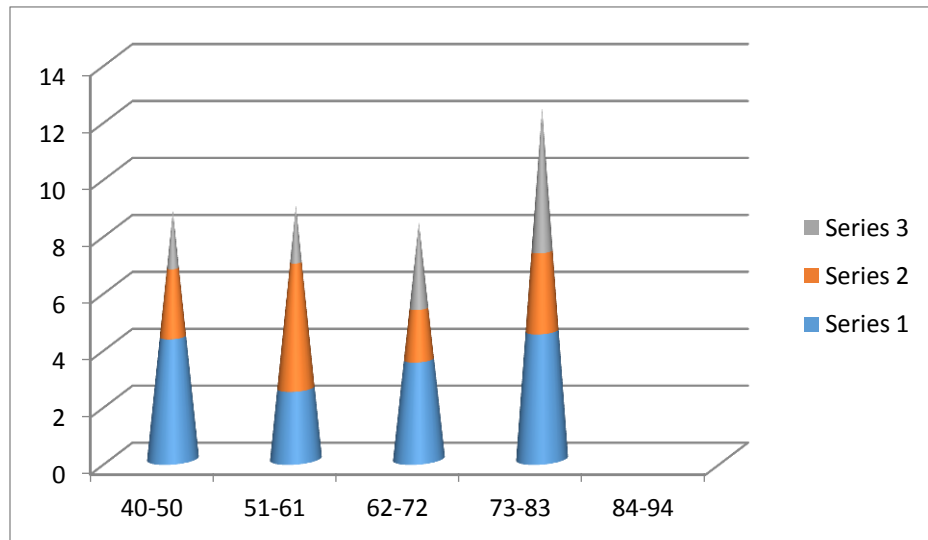
In collecting the data, the researcher was observed to the ten grade students' of MAS PAB 1 Sampali. In this research the researcher was used two classes called by X-A and X-B. The XI-B class taught by conventional technique as control class and XI-A class taught by engage, study and activate procedure as experiment class. To collect the data, the researcher was given a test namely post-test. This post-test is a writing test in learning vocabulary. After given the test, the researcher was analyzed each variable and was found the significant difference between direct method, study and activate procedure and conventional method.

a. The Data of Students' Score in Teaching learning vocabulary that was Taught by Using direct method, Study and Activate Procedure

In collecting the data of students' score in teaching learning vocabulary, the researcher was given some topics. It aimed to find out the result of the students' learning vocabulary that was taught by using direct method , study and activate procedure. The result of this research was revealed in score form that analysis by statistic.

After analyzing the data used statistic description, the researcher was found that the result score of students' learning vocabulary that was taught by engage, study and activate procedure. The researcher found that the range of students' that the lowest score in the pre-test is 40and the highest score is 65.

Meanwhile, the lowest score in the post-test is 50 and the highest score is 90. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.



b. The Data of the Students' Score in learning vocabulary that was Taught by Using Conventional Technique

In collecting the data of the students' score in learning vocabulary, the researcher was given some topics. It aimed to find out the result of the students' writing that was taught by using conventional technique.

After analyzed the data that used statistic description, the researcher was found the result score of students' learning vocabulary that was taught by conventional technique. The researcher found that the range of students' that the lowest score in the pre-test is 30 and the highest score is 60. Meanwhile, the lowest score in the post-test is 45 and the highest score is 75. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

2. Analysis Data

Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the step to know the result of both the experimental class and the controlled class and also their differences.

To find out the differences of student's score in using the Direct Method in teaching vocabulary compared to the students' score that used the Grammar Translation Method in teaching vocabulary, the writer uses t-test.

Before using the t-test formula, the writer has to seek the differences of mean variables by using formula as follows:

The calculated the data based on the steps of the test. The steps are:

- a. Determining Mean of Variable X

$$\begin{aligned} M_x &= \frac{\sum x}{N_1} \\ &= \frac{545}{25} \\ &= 21.8 \end{aligned}$$

- b. Determining Mean of Variable Y

$$\begin{aligned} M_y &= \frac{\sum y}{N_2} \\ &= \frac{330}{25} \\ &= 13. \end{aligned}$$

- c. Determining Standard of Deviation Score of Variable X

$$SD_x = \sqrt{\frac{\sum x^2}{N_1}}$$

$$\begin{aligned}
&= \sqrt{\frac{1594}{25}} \\
&= \sqrt{63.76} \\
&= 7.98
\end{aligned}$$

d. Determining Standard of Deviation Score of Variable Y

$$\begin{aligned}
SD_y &= \sqrt{\frac{\sum y^2}{N_2}} \\
&= \sqrt{\frac{1344}{25}} \\
&= \sqrt{53.76} \\
&= 7.33
\end{aligned}$$

e. Determining Standard Error Mean of Variable X

$$\begin{aligned}
SE_{Mx} &= \frac{SD_x}{\sqrt{N_1 - 1}} \\
&= \frac{7.98}{\sqrt{25 - 1}} \\
&= \frac{7.98}{4.90} \\
&= 1.63
\end{aligned}$$

f. Determining Standard Error Mean of Variable Y

$$\begin{aligned}
SE_{MY} &= \frac{SD_Y}{\sqrt{N_2 - 1}} \\
&= \frac{7.33}{\sqrt{25 - 1}}
\end{aligned}$$

$$\begin{aligned}
 &= \frac{7.33}{4.90} \\
 &= 1.50
 \end{aligned}$$

- g. Determining Standard Error of Different Mean of Variable X and Mean of Variable of Variable Y

$$\begin{aligned}
 SE_{Mx-My} &= \sqrt{SE_{Mx^2} + SE_{My^2}} \\
 &= \sqrt{1.63^2 + 1.50^2} \\
 &= \sqrt{2.66 + 2.250} \\
 &= 2.21
 \end{aligned}$$

- h. Determining to

$$\begin{aligned}
 t_o &= \frac{M_x - M_y}{SE_{Mx-My}} \\
 &= \frac{21.1 - 13.2}{2.21} \\
 &= \frac{8.6}{2.21} \\
 &= 3.89
 \end{aligned}$$

- i. Determining Degrees of Freedom

$$\begin{aligned}
 df &= N_1 + N_2 - 2 \\
 &= 25 + 25 \\
 &= 50
 \end{aligned}$$

The value of degrees of freedom (df) is not mentioned in the t- table so the writer uses the closer value to 3g is 50 as degree of freedom.

1. The value of df 50 at the degrees of positive effect 5% or t-table 5% of df 50 = 2.02

2. The value of df 50 at the degrees of positive effect 1% or t-table 1% of df 50 = 2.70

3. Hypothesis Testing

The writer formulated Null Hypothesis (H_0) and Alternative Hypothesis (H_a) as follows;

(H_0) : there is no positive effect of achievement between teaching using Direct Method and teaching using without Direct Method.

(H_a): there is a positive effect of comparative achievement between teaching using Direct Method and teaching using without Direct Method.

The assumption of these hypotheses as follows:

If $t_o \geq T_{table}$, the Null Hypothesis (H_0) is rejected. It means there is a positive effect of comparison achievement between using Direct Method and teaching using without Direct Method.

If $t_o \leq T_{table}$, the Null Hypothesis (H_0) is accepted. It means there is no positive effect of comparison achievement between teaching using Direct Method and teaching using without Direct Method.

Based on the analysis of the data, the research finding shows that;

- a. The value of T_{table} " in the positive effect 50/o is 2.02
- b. The value of 1661. in the positive effect 10/o is 2.70
- c. The value of T is 3.89

B. Discussion

As it has been mentioned in chapter one that field research was conducted in order to know whether the effect of Direct Method on the student's ability in learning vocabulary at MAS PAB 1 SAMPALI is more effective than before it.

To answer those questions above, the writer hypothesized that:

The writer summarized that to T_{table} " both in the positive effect Solo and in the positive effect lo/o ($2.02 \ 3.89 > 2.70$), it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) is accepted

From the explanation above, we can see that teaching through Direct Method is adequate success. It can be seen that the students who accept the Direct Method in teaching get higher scores than the students who accept without Direct Method. It means that teaching through Direct Method cannot be compared by at first grade of SMA MAS PAB 1 SAMPALI.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data described previously, the conclusion could drawn that teaching vocabulary by using Direct Method has given a positive effect, shown from mean from post-test. The mean of experiment class which used Direct Method was bigger then the mean of controlled class which use without Direct Method. The experiment class in XA atmosphere was also more active. So that, they enjoy the teaching-learning process and learned the materials easily. In control class XB, the students seem bored and less motivation. And these all could seen from the result of the research which was held by the writer.

The result of the analysis in the research, showed that the value of count was bigger than t-table (t_t) at significance level it means that the Null Hypothesis (H_0) is rejected and the Alternative Hypothesis (H_a) was accepted. Thus, there is different effect between students vocabulary were taught by using Direct Method and without Direct Method.

Based on the results above it could concluded that was using of Direct Method can enhance the students' vocabulary.

B. Suggestions

Dealing with the conclusion, the writer would like to suggest as follow:

1. To the teacher:

- a. Teacher should improve their way in teaching English, especially in teaching vocabulary in order to increase the students' vocabulary.
- b. Teacher should realize that there are many ways in teaching English to get the students' attention in the classroom, especially in teaching vocabulary.
- c. Teacher should master many new vocabulary in teach students in classroom.
- d. The teacher should determine the right method based on their objectives and learning situation, because different learning objectives and different learning situation need different teaching method.
- e. The teacher should using direct method in lower class.

2. To the students:

- a. Students should be active in learning English not just depending on the materials given by the teacher in the class.
- b. Students should increase their vocabulary by reading the books either fiction or non-fiction.

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APPENDIX I

Table 4.1

The Score of Students Taught by Using Direct Method

No.	Students (x)	Pre-test Score	Post-test Score	Gained (d) score (post test – pre test)
1.	AM	65	85	20
2.	AMP	55	90	35
3.	AW	50	85	35
4.	AS	55	70	15
5.	BS	45	75	30
6.	BSH	65	85	20
7.	DA	45	70	25
8.	DY	45	70	25
9.	ABP	40	55	15
10.	DH	50	80	30
11.	FS	50	75	25
12.	MF	60	85	25
13.	MIA	65	90	25
14.	NS	50	60	10
15.	N	40	60	20
16.	NH	45	60	15
17.	NP	45	50	5
18.	PS	45	55	10
19.	R	40	70	30
20.	RS	40	75	35

21.	RW	40	55	15
22.	SEC	60	75	15
23.	SD	45	65	20
24.	SH	60	85	25
25.	TZO	55	75	20
	Total	1255	1800	545
	Mean	50.2	72	21.8

The Table 4.1 above describes that the lowest score in the pre-test is 40 and the highest score is 65. Meanwhile, the lowest score in the post-test is 50 and the highest score is 90. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

APPENDIX II

Table 4.2

The Score of Students Taught by Using Grammar Translation Method

No.	Students(Y)	Pre-test Score	Post-test Score	Gained (d) Score (Post Test-Pre Test)
1.	AEW	60	65	5
2.	AS	45	55	10
3.	ARS	45	50	5
4.	AT	40	50	10
5.	AP	35	55	20
6.	ARS	35	55	20
7.	BKN	50	70	20
8.	CAS	40	55	15
9.	DNS	45	55	10
10.	DS	50	55	5
11.	E	50	50	0
12.	KK	50	65	15
13.	MHS	45	55	10
14.	MR	30	50	20
15.	NAA	45	45	0
16.	NH	40	55	15
17.	PH	50	65	15
18.	RR	60	65	5
19.	RP	45	70	25
20.	RZ	40	50	10
21.	SR	35	50	15

22.	SA	45	65	20
23.	SFT	45	70	25
24.	WP	60	70	10
25.	Y	50	75	25
	Total	1135	1465	330
	Mean	45.4	58.6	13.2

The Table 4.2 above describes that the lowest score in the pre-test is 30 and the highest score is 60. Meanwhile, the lowest score in the post-test is 45 and the highest score is 75. Therefore, it can be summarized that the lowest and the highest scores in post-test is higher than in pre-test.

APPENDIX III

Table 4.3

**The Comparison of Score between Students Taught by Using Direct Method
and by Using Grammar Translation Method**

No.	Students (X)	Students (Y)	X	Y	X	Y	x^2	y^2
1.	AM	AEW	20	5	-1.8	-8.2	3.24	67.24
2.	AMP	AS	35	10	13.2	-3.2	174.24	10.24
3.	AW	ARS	35	5	13.2	-8.2	174.24	67.24
4.	AS	AT	15	10	-6.8	-3.2	46.24	10.24
5.	BS	AP	30	20	8.2	6.8	67.24	46.24
6.	BSH	ARS	20	20	-1.8	6.8	3.24	46.24
7.	DA	BKN	25	20	3.2	6.8	10.24	46.24
8.	DY	CAS	25	15	3.2	1.8	10.24	3.24
9.	ABP	DNS	15	10	-6.8	-3.2	46.24	10.24
10.	DH	DS	30	5	8.2	-8.2	67.24	67.24
11.	FS	E	25	0	3.2	-13.2	10.24	174.24
12.	MF	KK	25	15	3.2	1.8	10.24	3.24
13.	MIA	MHS	25	10	3.2	-3.2	10.24	10.24
14.	NS	MR	10	20	-11.8	6.8	139.24	46.24
15.	N	NAA	20	0	-1.8	-13.2	3.24	174.24
16.	NH	NH	15	15	- 6.8	1.8	46.24	3.24
17.	NP	PH	5	15	-16.8	1.8	282.24	3.24
18.	PS	RR	10	5	-11.8	-8.2	139.24	67.24
19.	R	RP	30	25	8.2	11.8	67.24	139.24
20.	RS	RZ	35	10	13.2	-3.2	174.24	10.24

21.	RW	SR	15	15	-6.8	1.8	46.24	3.24
22.	SEC	SA	15	20	-6.8	6.8	46.24	46.24
23.	SD	SFT	20	25	-1.8	11.8	3.24	139.24
24.	SH	WP	25	10	3.2	-3.2	10.24	10.24
25.	TZO	Y	20	25	-1.8	11.8	3.24	139.24
Mean			21.8	13.2			63.76	53.76
N₁=25		N₂=25	545	330			1594	1344
SD_x		Sd_y					7.98	7.33
SE_{mx}			$\frac{7.98}{4.90}$				1.63	
SE_{my}			$\frac{7.33}{4.90}$					1.50

The calculated the data based on the steps of the test. The steps are:

j. Determining Mean of Variable X

$$\begin{aligned}
 M_x &= \frac{\sum x}{N_1} \\
 &= \frac{545}{25} \\
 &= 21.8
 \end{aligned}$$

k. Determining Mean of Variable Y

$$\begin{aligned}
 M_y &= \frac{\sum y}{N_2} \\
 &= \frac{330}{25} \\
 &= 13.2
 \end{aligned}$$

- l. Determining Standard of Deviation Score of Variable X

$$\begin{aligned}SD_X &= \sqrt{\frac{\sum x^2}{N_1}} \\&= \sqrt{\frac{1594}{25}} \\&= \sqrt{63.76} \\&= 7.98\end{aligned}$$

- m. Determining Standard of Deviation Score of Variable Y

$$\begin{aligned}SD_y &= \sqrt{\frac{\sum y^2}{N_2}} \\&= \sqrt{\frac{1344}{25}} \\&= \sqrt{53.76} \\&= 7.33\end{aligned}$$

- n. Determining Standard Error Mean of Variable X

$$\begin{aligned}SE_{Mx} &= \frac{SD_x}{\sqrt{N_1 - 1}} \\&= \frac{7.98}{\sqrt{25 - 1}} \\&= \frac{7.98}{4.90} \\&= 1.63\end{aligned}$$

- o. Determining Standard Error Mean of Variable Y

$$\begin{aligned}
 SE_{MY} &= \frac{SD_Y}{\sqrt{N_2 - 1}} \\
 &= \frac{7.33}{\sqrt{25 - 1}} \\
 &= \frac{7.33}{4.90} \\
 &= 1.50
 \end{aligned}$$

- p. Determining Standard Error of Different Mean of Variable X and Mean of Variable of Variable Y

$$\begin{aligned}
 SE_{Mx-My} &= \sqrt{SE_{Mx}^2 + SE_{My}^2} \\
 &= \sqrt{1.63^2 + 1.50^2} \\
 &= \sqrt{2.66 + 2.25} \\
 &= 2.21
 \end{aligned}$$

- q. Determining to

$$\begin{aligned}
 t_o &= \frac{M_x - M_y}{SE_{Mx-My}} \\
 &= \frac{21.1 - 13.2}{2.21} \\
 &= \frac{8.6}{2.21} \\
 &= 3.89
 \end{aligned}$$

- r. Determining Degrees of Freedom

$$\begin{aligned}
 df &= N_1 + N_2 - 2 \\
 &= 25 + 25 \\
 &= 50
 \end{aligned}$$

APPENDIX IV

SCORE TABLE OF EXPERIMENT CLASS

No.	Students (x)	Pre-test Score	Post-test Score	Gained (d) score (post test – pre test)
1.	AM	65	85	20
2.	AMP	55	90	35
3.	AW	50	85	35
4.	AS	55	70	15
5.	BS	45	75	30
6.	BSH	65	85	20
7.	DA	45	70	25
8.	DY	45	70	25
9.	ABP	40	55	15
10.	DH	50	80	30
11.	FS	50	75	25
12.	MF	60	85	25
13.	MIA	65	90	25
14.	NS	50	60	10
15.	N	40	60	20
16.	NH	45	60	15
17.	NP	45	50	5
18.	PS	45	55	10
19.	R	40	70	30
20.	RS	40	75	35
21.	RW	40	55	15

22.	SEC	60	75	15
23.	SD	45	65	20
24.	SH	60	85	25
25.	TZO	55	75	20
	Total	$\Sigma X_1 = 1255$ $\bar{X}_1 = 50.2$	$\Sigma X_2 = 1800$ $X_2 = 72$	$\Sigma X = 545$ $MX = 21.8$

APPENDIX V

SCORE TABLE OF CONTROL CLASS

No.	Students(Y)	Pre-test Score	Post-test Score	Gained (d) Score (Post Test-Pre Test)
1.	AEW	60	65	5
2.	AS	45	55	10
3.	ARS	45	50	5
4.	AT	40	50	10
5.	AP	35	55	20
6.	ARS	35	55	20
7.	BKN	50	70	20
8.	CAS	40	55	15
9.	DNS	45	55	10
10.	DS	50	55	5
11.	E	50	50	0
12.	KK	50	65	15
13.	MHS	45	55	10
14.	MR	30	50	20
15.	NAA	45	45	0
16.	NH	40	55	15
17.	PH	50	65	15
18.	RR	60	65	5
19.	RP	45	70	25
20.	RZ	40	50	10
21.	SR	35	50	15

22.	SA	45	65	20
23.	SFT	45	70	25
24.	WP	60	70	10
25.	Y	50	75	25
	Total	$\Sigma Y_1 = 1135$ $\bar{X}_2 = 45.4$	$\Sigma Y_1 = 1465$ $X_{2^2} = 58.6$	$\Sigma Y = 330$ $MY = 13.2$

APPENDIX VI

LESSON PLAN I

Subject	: MASPAB 1 SAMPALI
Subject Student	: English Language
Class	: X
Time Meeting	: 2x45 minutes
Target words	: Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

I. Standard of Competence

Communicate orally and in writing using a vocabulary that has been learned fluently and accurately.

II. Basic competencies

1. Able to pronounce vocabulary correctly
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in the conversation

III. Indicator

Students are able to understand the vocabulary below:

Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

IV. Learning materials

- How do you go to school? I go to school by bike
- How do you carry this parcel? I carry this parcel together with my friend
- How did you go home last night? I walked last night
- How do you open this door? I open this door by key
- How do you get the information? I get the information by internet

V. Learning Methods / Techniques: Direct Method

VI. Activity Steps:

a. activities Introduction

- Greeting (Giving greetings and scolds greeting)
- FAQ various matters related to the condition of students
- roll students
- Provide motivation to students
- An explanation of the topic that will be discussed.

b. Core activities

- Teacher shows images that relate to the question and then asking students about the picture.
- The teacher asks the students to ask how to use the picture.
- The teacher asks the students to "perform" in front of the class in pairs.
- Teachers say the vocabulary learned and then followed by the students.
- Teachers provide questions to the students about the reading has been learned orally and having students answer orally.

c. Closing activities

- Summing up the learning material
- Asking for trouble students during a lecture
- Assign students to use the phrases learned in real situations.

d. Learning Resources

- Curriculum English (Grade X)
- English book
- Script dialogue.
- Hand out, word strips.

VII. Assessment

Techniques: Oral test

Form: oral questions

Instrument: Attached

APPENDIX VII

LESSON PLAN II

Subject	: MAS PAB 1 SAMPALI
Subject Student	: English Language
Class	: X
Time Meeting	: 2x45 minutes
Target words	: Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

I. Standard of Competence

Understand the vocabulary that has been learned and can use them in reading and writing fluently and accurately.

II. Basic competencies

1. Being able to know the meaning of vocabulary appropriately
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in reading and writing.

III. Indicator

Students are able to understand the vocabulary below:

Bike, to, school, carry, parcel, friend, home, walked, last night, open, door, key, information, get, internet, go.

IV. Learning materials

Bike = sepeda, to = samapi/untuk, school = sekolah, carry = membawa, parcel= hadiah, friend = teman, home = rumah, walk = bejalan, last night = kemarinmalam, open = buka, door = pintu, key = kunci, information = informasi, get = mendapat, internet = internet, go = pergi.

- How do you go to school? I go to school bybike
- How do you carry this parcel? I carry this parcel together with my friend
- How did you go home last night? I walked last night

- How do you open this door? I open this door by key
- How do you get the information? I get the information by internet

V. Learning Methods / Techniques: Grammar Translation Method

VI. Activity Steps:

a. activities Introduction

- Greeting (Giving greetings and scolds greeting)
- FAQ various matters relating to the condition of students
- roll students
- Provide motivation to students
- An explanation of the topic that will be discussed.

b. Core activities

- Teachers provide a vocabulary that will be studied and then asks the students to write them down.
- The teacher asks the students to read a given vocabulary.
- The teacher asks the students to find the meaning of vocabulary in a dictionary and translate.
- The teacher asks the students to memorize vocabulary that has been learned.
- Teachers provide pupils about the matter on material learned then told him to translate it.

c. Closing activities

- Summing up the learning material
- Asking for trouble students during a lecture when learning Vocabulary. Then answered with Indonesian.
- Teachers close to greet her subjects

d. Learning Resources

- Curriculum English (Grade X)
- English book
- Script dialogue.

- Hand out, word strips.

VII. Assessment

Techniques: Oral test

Form: oral questions

Instrument: Attached

APPENDIX VIII

LESSON PLAN III

Subject : MAS PAB 1 SAMPALI
Subject Student : English Language
Class : X
Time Meeting : 2x45 minutes
Target Language : Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

I. Standard of Competence

Communicate orally and in writing using a vocabulary that has been learned fluently and accurately.

II. Basic competencies

1. Able to pronounce vocabulary correctly
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in the conversation

III. Indicator

Students are able to understand the vocabulary below:

Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

IV. Learning Methods / Techniques: Direct Method

V. Activity Steps:

a. activities Introduction

- Greeting (Giving greetings and scolds greeting)
- FAQ various matters relating to the condition of students
- roll students

- Provide motivation to students

b. Core activities

- The teacher shows a picture of reading a conversation and then asking students about the picture.
- Teachers give handouts and have the students fill in the "blank space" after a teacher read a conversation.
- The teacher asks the students to "perform" in front of the class in pairs.
- The teacher read a conversation and explain to the English language, images, or "gesture"
- Teachers provide questions to the students about the reading has been learned orally and having students answer orally.

c. Closing activities

- Summing up the learning material
- Asking for trouble students during a lecture
- Assign students to use expressions be learned in real situations.

d. Learning Resources

- Curriculum English (Grade X)
- English book
- Script conversation

VI. Assessment.

Techniques: Oral test

Instrument: Attached

APPENDIX IX

LESSON PLAN IV

Subject	: MASPAB 1 SAMPALI
Subject Student	: English Language
Class	: X
Time Meeting	: 2x45 minutes
Target Language	: Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

I. Standard of Competence

Understanding the meaning of the vocabulary that has been learned and can use them in reading and writing fluently and accurately.

II. Basic competencies

1. Being able to know the meaning of vocabulary appropriately
2. Understand the vocabulary learned
3. Being able to use the vocabulary learned in reading and writing

III. Indicator

Students are able to understand the vocabulary below:

Actor, bought, think, actually, enjoy, horrible, actress, beautiful, plays, see, film, favorite, new, one, horror, well, like, romantic, good, feel, happy, sad.

IV. Learning materials

Actor = aktor, bought = membeli, think = berpikir, actually = sebenarnya, enjoy = santai, horrible = mengerikan, actress = aktris, beautiful = cantik, play = bermain, see = melihat, film = film, favorite = kesukaan, new = baru, one = satu, horror = menakutkan, well = baik, like = suka, romantic = romantis, good = bagus, feel = berpikir, happy = senang, sad = sedih.

V. Learning Methods / Techniques: Grammar Translation Method

VI. Activity Steps:

a. activities Introduction

- Greeting (Giving greetings and scolds greeting)
- FAQ various matters relating to the condition of students
- roll students
- Provide motivation to students

b. Core activities

- Teachers provide the vocabulary to be studied and then asks students to read the san record.
- The teacher asks the students to read the readings given.
- The teacher asks the students to read the readings given.
- The teacher asks the students to translate the readings given into Indonesian.
- Teachers provide about the students about the material that has been studied.

c. Closing activities

- Summing up the learning material
- Asking for trouble students during a lecture when learning vocabulary Then answered with Indonesian.
- Teachers close to greet her subjects.

d. Learning Resources

- Curriculum English (Grade X)
- English book
- Script conversation

VII. Assessment.

Techniques: Oral test

Instrument: Attach

Validity Test

Pre – test

1. This animal likes banana. What kind of animal is it?
A. bat
B. cat
C. **monkey**
D. pig
2. Elephant is the.....animal.
A. short
B. long
C. strong
D. **big**
3. This animal likes jump. What kind of animal is it?
A. pig
B. snake
C. **frog**
D. sheep
4. This animal is the king of jungle. What kind of animal is it?
A. wolf
B. tiger
C. snake
D. **lion**
5. It doesn't like dog very much. What kind of animal is it?
A. bird
B. snake
C. **cat**
D. mouse
6. This animal has long neck. What kind of animal is it?
A. deer
B. kangaroo
C. zebra
D. **giraffe**
7. This animal likes honey very much. What kind of animal is it?
A. bear
B. **bee**
C. bird
D. dragonfly

8. This animal only lives in Australia. What kind of animal is it?
- A. **kangaroo** C. camel
- B. monkey D. cat
9. This animal lives in two places: water and land. What kind of animal is it?
- A. mouse C. **frog**
- B. bird D. fish
10. This bird can not fly but it can swim. What kind of animal is it?
- A. squirrels C. **penguin**
- B. butterfly D. bat
11. You should _____ smoke as it is dangerous for your health.
- A. always C. usually
- B. **never**
12. Speak _____, I cannot hear you.
- A. **loudly** C. slowly
- B. hardly
13. You need to run _____ to win this race.
- A. slow C. steadily
- B. **fast**
14. I won't say it _____.
- A. progressively C. **repeatedly**
- B. necessarily
15. How _____ do you go there?
- A. never C. seldom
- B. **often**

16. Thomas was _____ happy when he got his first job.

A. extremely C. fully

B. halfly

17. Alice : The pipe was three metres the ground.

Adam : What? Are you serious?

A . Above

C . Below

B . Over

D . Under

18. Alice : I saw a stranger the trees there.

Adam : So did I. He seemed about doing something suspicious.

A . Among

C . In front of

B . Between

D . Behind

19. Alice : When will the meeting be held, Adam?

Adam : Oh, the meeting will be held soon. It is Monday.

A . In

C . On

B . At

D . To

20. Alice : What are you doing Christmas?

Adam : Of course spending time with all members of my family. How about you?

A . On

C . To

B . In

D . At

Validity Test

Post – test

1. Thomas was _____ happy when he got his first job.

A. extremely C. fully

B. halfly

2. Alice : The pipe was three metres the ground.

Adam : What? Are you serious?

A . Above

C . Below

B . Over

D . Under

3. Alice : I saw a stranger the trees there.

Adam : So did I. He seemed about doing something suspicious.

A . Among

C . In front of

B . Between

D . Behind

4. Alice : When will the meeting be held, Adam?

Adam : Oh, the meeting will be held soon. It is Monday.

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B . At

D . To

5. Alice : What are you doing Christmas?

Adam : Of course spending time with all members of my family. How about you?

A . On

C . To

B . In

D . At

6. This animal likes banana. What kind of animal is it?

A. bat

C. monkey

B. cat

D. pig

7. Elephant is the.....animal.
- A. short C. strong
- B. long D. **big**
8. This animal likes jump. What kind of animal is it?
- A. pig C. **frog**
- B. snake D. sheep
9. This animal is the king of jungle. What kind of animal is it?
- A. wolf C. snake
- B. tiger D. **lion**
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11. You should _____ smoke as it is dangerous for your health.
- A. always C. usually
- B. never**
12. Speak _____, I cannot hear you.
- A. loudly** C. slowly
- B. hardly
13. You need to run _____to win this race.
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- B. fast**
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- A. progressively C. **repeatedly**
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B. kangaroo **D. giraffe**
17. This animal likes honey very much. What kind of animal is it?
A. bear C. bird
B. bee D. dragonfly
18. This animal only lives in Australia. What kind of animal is it?
A. kangaroo C. camel
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19. This animal lives in two places: water and land. What kind of animal is it?
A. mouse **C. frog**
B. bird D. fish
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A. squirrels **C. penguin**
B. butterfly D. bat

APPENDIX X

DOCUMENTATION



